ESL Oral Skills Courses at UCLA

During the academic year, UCLA offers four oral skills courses that are specifically tailored to the needs of international graduate students who are planning to be TAs. More information about these classes on page 3.

English Conversation Program at the Dashew Center

Each quarter, the English Conversation Program (ECP) offers 8-week sessions in intermediate and advanced English conversation for international students and scholars as well as their spouses. In addition to meeting people from other countries, you can share global perspectives on world events and cultures. Although the main purpose of ECP is to help participants build fluency in speaking English through activities and discussions, these classes can also help you with vocabulary-building and pronunciation. Class size ranges from 4 to 20.

Language Circles at the Dashew

Speak another language? Want to practice the one you're learning? Language circles are a great way to network with other people on campus who speak your language. We have language circles in numerous languages which all meet weekly. Improve your foreign language skills or volunteer to coordinate one!

For more information go to http://www.internationalcenter.ucla.edu

The UCLA Graduate Student Resource Center is a Graduate Students Association initiative that is managed by Student Affairs. The GSRC is a resource, referral and information center for graduate students, offering programs and workshops on a variety of topics, drop-in advice and assistance, meeting and study space, and the opportunity for social interaction. The GSRC works with GSA to organize the Graduate Student Orientation each fall. The Graduate Student Resource Center is also the home of the new Graduate Writing Center. All graduate and professional students are welcome. We are located in B11 of the Student Activities Center (formerly the Men's Gym).
Exploit the resources UCLA has to offer to improve your communicative skills and fluency!

**INTERMEDIATE LEVEL**
Intermediate-level speakers function in English but need additional help with pronunciation, vocabulary, and grammar. Participants in this level gain fluency through discussions on social, cultural, and international issues.

**ADVANCED LEVEL**
Advanced-level speakers already function well in English but want to improve their command of both idiomatic expressions in English and American pronunciation. Participants at this level increase their conversational ability through high-level discussions on social, cultural, and international issues.

**Conversation Partners**
Want to practice the language you are learning while teaching your native language? We will pair you with a native speaker of the language you are learning for one-on-one conversations that take place at your leisure and according to your schedule.

To apply for Conversation Partners: send an e-mail to this address to intiprograms@saonet.ucla.edu with the following information:

- Name
- E-mail
- Native Language
- Requested Language

**Volunteering Opportunities**

**At the Dashew Center:**
there are many times throughout the year that the Dashew Center needs volunteers for programs but in particular, our New International Student & Scholar Orientation (NISSO) is a great opportunity for you to get involved and help welcome incoming students and scholars to UCLA. If you are interested in joining the Dashew Center Volunteer Listserv to learn about upcoming volunteer activities please e-mail intiprograms@saonet.ucla.edu.

**At the UCLA Volunteer Center**
There are a good number of options of things all students can do around campus. Here you will find what suits your style best, and what days and time are more convenient for you. You can improve your oral skills helping other people like you! http://volunteer.ucla.edu/

**UCLA Student Groups**
Sponsored by the UCLA Student Affairs, this is another great opportunity for students to get involved with activities on campus and practice their English oral skills!

**TA Conference**
For over three decades, the UCLA Office of Instructional Development TA Training Program has put on a campuswide Teaching Assistant Conference in the Fall as a means to help both new and experienced teaching assistants improve their teaching skills. Conference participants receive this assistance through general sessions, a teaching panel, and hands-on workshops that examine a variety of different aspects of teaching at the undergraduate level. For more information, go to http://oid.ucla.edu/units/tatp
ESL Oral Skills Courses at UCLA

by Janet Goodwin
ESL Oral Skills Program Coordinator

ESL 38A, PRONUNCIATION: STRESS AND INTONATION IN ENGLISH
ESL 38A is a 40-hour, four-unit course designed to help non-native speakers of English communicate effectively as teaching assistants in their departments. The course has a dual focus on pronunciation (stress, rhythm, and intonation) and the language of the American classroom. Assignments include 5 video-recorded teaching demonstrations: introducing a syllabus, describing a visual, explaining a concept. Students also regularly record speaking and pronunciation exercises onto a sound file for self and instructor evaluation.
Prerequisites: None. (Fall, Spring).

ESL 38B, PRONUNCIATION: THE SOUND SYSTEM OF ENGLISH
ESL 38B is a 40-hour, four-unit course designed to help non-native speakers and prospective teaching assistants improve their knowledge and command of American English pronunciation. There is a strong focus on understanding the common idiomatic speech patterns of American undergraduates. Assignments include recording one’s speech onto a sound file for evaluation as well as a teaching demonstration, which is video-recorded. In addition to receiving the instructor’s feedback, students practice analyzing their own pronunciation in order to target areas in need of improvement.
Prerequisites: None. (Fall, Winter, Spring)

ESL 39A, INTENSIVE LANGUAGE AND FLUENCY TRAINING FOR INTERNATIONAL TEACHING ASSISTANT
This is a 60-hour, 4-unit course designed to aid international graduate students who wish to become teaching assistants. The focus of the course is on developing general communicative competence and fluency in classroom discourse and improving one’s accuracy of pronunciation and spoken grammar. It is recommended for individuals whose SPEAK score is 40 or below, or whose TOP score is 6.3 or below. (Fall, Winter, Spring).

ESL 39B, COMMUNICATION STRATEGIES FOR INTERNATIONAL TEACHING ASSISTANTS
ESL 39B is a 40-hour, four-unit course designed to help international graduate students perform effectively as teaching assistants, focusing on pronunciation as well as effective classroom interaction skills. Pronunciation features that are addressed include thought groups & pausing, prominence & intonation, and linking & reduced speech. Classroom interaction skills focus on making small talk at the beginning of class, giving clear instructions, checking for comprehension, using organizational cues, and asking & fielding questions. Assignments include 3 video-recorded teaching demonstrations (small talk, giving instructions, and explaining a concept). Students also regularly record speaking and pronunciation exercises onto a sound file for self and instructor evaluation.
Prerequisites: None. (Winter)

ESL 39C, PRESENTATION AND DISCUSSION-LEADING SKILLS FOR INTERNATIONAL TEACHING ASSISTANTS
This is a 40-hour, 4-unit course designed to help nonnative speakers of English communicate effectively as teaching assistants. The class is devoted to high-level problems of formal presentations. Class activities include analyzing video models of presentations, giving prepared speeches, and leading and participating in discussions. An important element of the class is providing self and peer feedback. Students are also required to observe and interview an experienced TA in their departments, preferably in courses/sections they expect to teach.
Prerequisites: None. (Winter)